

THE ROLE OF FOLKTALES AS LEARNING SOURCE TO SUPPORT VOCABULARY MASTERY FOR SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The limited mastery of vocabulary is a main issue in Teaching English as Foreign Language (TEFL) particularly in the classroom context. One of the motives of this limitation derives from the lack exposure to the Target Language (TL). Therefore the current study tried to enrich such limited input to be meaningful by employing the psychological features of folktales through folktale-based vocabulary exercise. There were three themes of folktales examined in this study namely love, good deed, and hero, to figure out: (i) the type of folktale-based vocabulary exercise which effects vocabulary mastery, and (ii) whether the presence of the folktales' theme affect vocabulary mastery.

This study applied Repeated Measures Experimental Design in order to put the test of the three folktales' themes on a group of respondent which consists of 32 students. The data were obtained from pretest and posttest of each theme of treatment. This row data then were tabulated and statistically calculated using SPSS program to find out whether or not the affect of those themes of folktales is toward vocabulary mastery of the students.

The result of data analysis showed that all of the three types of folktale's theme affect the vocabulary mastery of the respondents. It was indicated by the value of correlation of the three themes of treatment which were more than 0.05 and all of the significance value at paired sample t-test which were less than 0.05. The values of the t-calculation that were gained for all types were bigger than t-table. It means that the existence of effect was fulfilled. The difference of number of t-calculation for all pairs (pretest and posttest which were applied on each treatment) means that the presence of the varied folktale's themes brings effect to vocabulary mastery of the students. The t-calculation of the theme of love, good deed, and hero in row were 45.471, 99.607, and 43.097. Therefore the strongest effect is presented by folktale's theme of good deed, then followed by theme of love, and last is hero's theme.

INTRODUCTION

Lack of vocabulary is the main issue in the Teaching English as a Foreign Language (TEFL) particularly in the classroom context. The researcher's observation during his classroom teaching of English, most learners fail in learning English since they can not comprehend the meaning of the word well which they are reading or listening as they are learning. One of the motives of this lack is limited exposure or interaction to TL. Therefore the learner has limited available model of TL system to be internalized. Students learning a FL often have little opportunity to interact with members of the language community who speak the FL natively (unless they study abroad), and typically have little opportunity (or need) to participate fully in the FL society – indeed, too often the sole reason for studying the language is that it is required for graduation (Saville-Troike. 2016:101). It could be worst since such restrictive input is not meaningful. Only meaningful input can be internalized and processed by the language system of human to produce comprehension which is called as “intake”(Gas-Salinker, 2008:305).

Using folktales or storytelling as media in language learning is an alternative way to create pleasure and minimum pressures in TEFL. Besides containing moral and cultural value they are useful for developing cognitive and academic skills as well (Tayler, 2000). Therefore it plays important role in teaching and learning process since it creates the atmosphere to provide comprehensible input as noted by Krashen (1978) that the acquisition of TL should run unconsciously as process as acquiring the first language (FL). Although in TEFL particularly in the classroom context only provide very limited range of learning-time but through applying folktales, much more input could be transformed into meaningful and than produce intake. Particularly in purpose of vocabulary mastery, applying folktales as media to have those words would be more interesting and meaningful instead of using conventional boring way by memorizing word by word.

This study examines three different themes of folktales namely love good deed, and hero, exposed to students through the same treatment and observes the effect of those three against vocabulary mastery obtained by them in order to answer the problems of: (i) What type of folktale-based vocabulary exercises affects the vocabulary mastery of the students?; (ii) Does the theme of folktale affect the vocabulary mastery of the students?

REVIEW OF RELATED LITERATURE

The use of folktales in language teaching field has been studied by many researchers with varied types and many ways. Jianing (2007) divined the utilizing stories more engage the students in the speaking exercise activity. Wu (2008) investigated “Teaching *The Three Little Pigs* to EFL Young Learners in Taiwan” to show how young learners in Taiwan learned English effectively when they were exposed to such repetitive features of folktales by using multiple techniques. Lepin

(2012) who selected four experts to evaluate the study material based on criteria of suitability for the age group, the topic, the curriculum, its aim, and interesting of students to the material, shows that all of the experts generally satisfied with the study material. In line with what Nurmy (2010) conducted to build students' vocabularies the medium of short story and Syukur (2008) found that the use of Dora Emon cartoon effectively improved the students' vocabularies.

Some Pertinent Ideas

The concept of folktale

The derivation of folktale is originated from the word of folk and tale. The word of folk (adjective) means traditional or originating from common people. This word is usually applied in term of art, culture, etc (Hornby, 1995:456). And the word of tale (noun) is defined as a story, often one that is simple to read or understand, or a series of real events, told in the manner of a story (Hornby, 1995:1219). It can be meant also as a rumor, a piece of gossip or an excuse, often false or invented (Hornby, 1995:1219). Therefore folktale can be thought as a simply understandable story which is originated from common people.

The word Folktale (noun) based on Grolier Webster International Dictionary of the English Language (1972) is defined as a traditional or legend originating among a particular people, handed down, especially by word of moth, and sometimes in written form. It is also known as folk-story. While according to Oxford Advanced Learner's Dictionary Fifth edition (Hornby, 1995:456), the word folktale (noun) means a story passed on in spoken form from one generation to next. As a sum, a folktale is traditional story that has been passed on by word of moth, told from parent to child over many generations or passed on by countless storytellers sitting around countless evening fires (Taylor, 2000:4).

Characteristic of folktale is the simple way of telling story without complicated structure. Jua Satawetin in Priwan (2010) gave some explanation of folktales' important characteristics as follows.

1. The story must be old.
2. The story must be told in a prose form.
3. The story must be previously told orally.
4. The story must present perceptions and beliefs of local folks.
5. The true story which also includes the moral percept can be relatively deferred as folktale.

It can be seen implicitly that the most important characteristic of a folk tale is the way it has been passed down to newer generations without knowing who was the composer of that story.

In the literature realm, folktale is often categorized in varied form and name. Based on the pattern, Priwan (2010) classify folktale into 14 types as follows:

- 1) Fairy tale
- 2) Legend
- 3) Explanatory Tale
- 4) Novella or romantic tales.
- 5) Ghost tales
- 6) Hero Tales
- 7) Fables
- 8) Religious Tales
- 9) Jataka Tales (the stories of Lord Buddha's incarnations)
- 10) Myths
- 11) Animal tale
- 12) Jests (short story where the behavior or situation seems impossible in its climax)
- 13) Formula tale (it is told repeatedly and continuously or there are many characters)
- 14) Riddle tale (it is told in the way that phrases are tied up to leave some challenging clues within middle, the end or important part of the story in order to allow participation from listeners or readers to express their opinions or knowledge about that story)

A folktale has an important role in knowledge transfer and personality development. It also has power to influence person's perception, attitude, behavior, and many other factors important to human's life as well as the society (Songsin in Priwan, 2010).

2. The concept of vocabulary

Due to provide clearer comprehension regarding to vocabulary concept, the following definitions are presented and derived from different sources. According to Grolier Webster International Dictionary of the English Language (1972) and Oxford Advanced Learner's Dictionary Fifth edition (1995), the word vocabulary (noun) means:

- 1) The stock of words used by people, or by a particular class or person
- 2) A list or collection of the words language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- 3) The word of a language
- 4) A word book glossary, dictionary, or lexicon
- 5) The total number of words in a language
- 6) All the words known to a person or used in particular book, subject, etc
- 7) A list of words with their meaning especially one that accompanies

In regard to those definitions above, it is assumed that vocabulary is all words which can be meaningfully understandable and comprehensible by particular people, or by particular class or person. It is like storage or bank of words which can be drawn up to be performed in particular use by its owner any time and any where.

Honrby (1991:32) stated that vocabulary is a total number of words which make up a language and another concept of vocabulary came from Landan-Bogus

(1975:827) that vocabulary is a list of words or of words and phrases, especially one arranged in alphabetical order and defined or understood by particular person, class, profession, and so forth. Meanwhile Good (1959:642) points out that vocabulary is the content and function words of a language which are learned, so that they become a part of the child's understanding speaking and later reading and writing vocabulary. He also defines vocabulary as the words having meaning when heard and seen even though not produced by individual himself.

Vocabulary of any language consists of a wide range of lexical forms (Takac, 2008:6). Furthermore he explained that, many linguists and theorists of L2 acquisition agree that vocabulary is made up of a variety of forms, such as morphemes, combinations, compounds, idioms, other fixed expressions, and proverbs

For many years before, the importance of vocabulary had been undervalued in the field of second language teaching and learning, but the last decades have seen a change of attitude towards vocabulary. Laufer (1997:147) said: "vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition process, native or non native.

Carter (1998:184) noted that vocabulary was neglected in second language researches, as a result of syntax and phonology domination in this field. Moreover, vocabulary presentation seems to be a difficult task for syllabus designers because of its infinite nature. But now vocabulary is in the top of second language research.

Furthermore, Jordens (2006: 359) believed that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high.

Call (1987) cited in Jordens (2006:258) points out that we can give a clear image without using certain grammatical categories for example: storm fall tree dead, this explains why text comprehension is determined to a large extent by vocabulary acquisition.

Basically, there are two kinds of vocabulary; they are active and passive vocabulary (Harmer, 1991:159). The former consists of the words used in conversation and writing, on the other hand, the latter consists of those words which are not usually part of one's speaking vocabulary but which are recognized and understood when read.

According to Allen (1983:74), active vocabulary consists of words we know well enough to use by ourselves and the passive one is words we understand approximately when we meet them, but can not use them.

Regarding to the definition of vocabulary above, it describes that the primary element of vocabulary is word. Therefore it is necessary to deeply enquire its elements to have appropriate comprehension. Harmer (1991) noted, that there are at least five aspects of word which a language learner should understand about word, they are:

- 1) The meaning of word

It should be realized that a word often has more than one meaning. To gain the sense of it therefore a learner should conceive the context of the word where it occurs and understand its relationship with other words particularly how it fits into the vocabulary hierarchy (Harmer, 1991:18).

2) The extended use of word

A word does not only have different meanings; however it can also be stretched and twisted to fit different contexts and different uses which is often applied to present metaphorical or dramatic expression (Harmer, 1991:18).

3) The formation of word

Word formation refers to word forms and how they are formed.

4) The combination of word

Word combination is the way in which words co-occur-combination which through custom and practice, have come to be seen as normal and acceptable (Harmer, 1991:20)

5) The grammar of word

A key middle ground where word phrases on the one hand and grammar on the other meet up is through the operation of word classes or part of speech, such as noun, verb or adjective (Harmer, 1991: 21).

Regarding to the principle of teaching and learning vocabulary, Wallace (1989) indicates it into eight elements as follows;

- 1) Aim
- 2) Quantity
- 3) Need
- 4) Frequent Exposure and repetition.
- 5) Meaningful presentation.
- 6) Situation of presentation.
- 7) Presenting in a context.
- 8) Learning vocabulary in the mother tongue and in the target language context.

3. How the learner define the meaning from SLA views

In constructivists' perspective assume that Learning occurs based on extraction of regularities from which form the input, then these regularities or patterns become straightened due to of frequently used (Gas-Salingker, 2008). In order to provide a range of SLAs' view about the mechanism of mental process in defining meaning, the following concept is necessary to describe the process.

a. Exemplar-base approach

The regularities emerge from exemplar-base approach in which the experiences occurred in the complex linguistic environment, form input information known as examples which is seen as the basis of complex pattern (Ellis, 2002).

b. Connectionist approach

Connectionist system is based on the pattern associations or the connection among the patterns. Such pattern derives from the examples of experience in learning

language as input or information which furthers emerges regularities (Selingker, 2008:220).

c. Parallel distributed approach (PDP) approached

This model is seen as neural network which consists of nodes that is connected by pathway. Frequently used of pattern will strengthen the connectionist which is called as pathways which function as connectionism (Gas-Selingker, 2008:220).

d. Competition approach

This SLAs' concept assumed that the connectionist or the pattern associations of L1 is possibly already existed and straighten therefore it will influence the present of L2 in establishing its network or connectionist; hence the proper cues should be selected on performing a certain language (Gas-Selingker, 2008:226).

RESEARCH METHODS

Research Design

This research applies *repeated measures experimental design* (Cresswell, 2008). It is a type of quantitative approach in which employs single group along all experimental treatments. The researcher in this type compares a group's performance under one experimental treatment with its performance under another experimental treatment (Cresswell, 2008:319). In other words, the researcher in such design is going to asses the difference of outcome measures form treatment to treatment. The steps of this design are shown in the following figure.

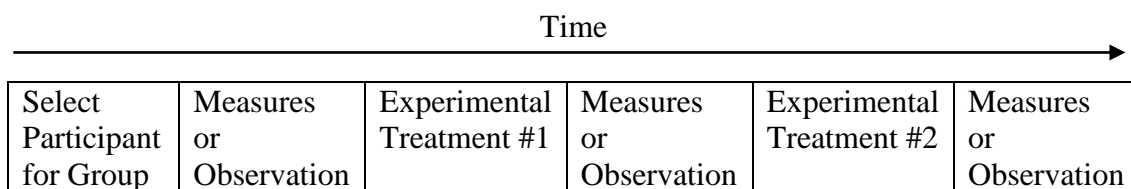


Fig. 3.1 The steps of Repeated Measures Experimental Design

(Cresswel, 2008:320)

Variables of the Research

There are two kinds of variables which are applied in this study; they are one independent variable and one dependent variable. The former refers to the theme of folktale used as treatment in this experimental research and the last is vocabulary mastery which is measured through vocabulary test in the both pretest and posttest.

Population and Sample of the Research

This research is conducted at a senior high school in Makassar, South Sulawesi, Indonesia. A group of first grade student in this school consisted of 17 male and 15 female was taken as participant of sample in this research. Their ages are in range between 15 and 17 years old. Since this research is conducted by utilizing one group of participant only, therefore the sample is seen automatically as the whole population.

Research Instruments

The only instrument utilized in this study is vocabulary test. This test is applied before and after the presence of each the folktale's theme. The form of the test before and after the treatment is similar to have picture whether or not the diversity is toward the presence of folktale.

This vocabulary test is divided into three sections. Each section is the representation of a certain kind of folktale's theme which consists of forty five numbers of questions. Each question in the test is represents at least one element of vocabulary mastery. In this study, three elements of vocabulary mastery are employed namely meaning, form, and use (Nation, 2000:39)

FINDINGS AND DISCUSSION

Finding

Almost all of the students were able to recognize the central character or general term of the story like: Who Romeo is, Bawang putih is, or the tiger is, But when they came the questions asking the specific information like: how their love were, why bawang merah hated bawang putih, it was difficult for them answer it since they have rarely or even never heard such folktales anymore.

As soon after the student read the text, beside giving correction for their pronunciation, the teacher confirmed as well whether or not they had understood the text or words that they were reading. Only about three or four in maximum text in syntactical context could be caught by them and about fifteen to forty percent the meaning of the words context in the whole text could be known. The following table

shows the difficult and easy words particularly the targets words found on each theme in the treatment :

Table 4.1 the difficult and easy target words on each treatment

Love		Good deed		Heroic	
Difficult	Easy	Difficult	Easy	Difficult	Easy
secret	have	accident	follow	admire	run
hate	give	strange	visit	pity	come
arrange	life	mercy	forest	creep	save
sacrifice		comfort		quick	go
unfortunately		strange		hard	
explain		appear		hold	
celebration		suspicious		chance	
plan		commit		free	
		proper		fool	
		request			

Students' vocabulary mastery on folktale's theme of love

Scoring classification of pretest and posttest

The Distribution of frequency and percentage of the pretest and posttest data are presented on the table 4.2 as follows:

Table 4.2 Frequency and percentage of pretest and posttest of the theme of love

No.	Classification	Range of Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	0	0	0	0
2	Very good	86 – 95	0	0	0	0
3	Good	76 – 85	0	0	0	0
4	Fairly Good	66 – 75	0	0	0	0
5	Fair	56 – 65	0	0	6	18.75
6	Poor	36 – 55	2	6.25	26	81.25
7	Very Poor	0 – 35	30	93.75	0	0
Total			32	100	32	100

Most of the students' score achieved on pretest based on the above table were classified as very poor which consisted of 30 students (93.75%) in this category and the rest of 2 students (6.25%) were in poor category. While the result on posttest, was dominated by poor classification. There were 26 students (81.25%) in this classification and 6 students (18.75%) were in fair category.

b. The mean score and standard deviation of pretest and posttest

The result of mean score of pretest is 28.94 categorized as very poor with 4.406 of standard deviation. Meanwhile posttest results 50.53 classified into poor category with 5.124 of standard deviation.

c. Mastery vocabulary elements of pretest and posttest

Distribution of mastery vocabulary elements of the pretest and posttest are shown on the table 4.4 below:

Table 4.4 Distribution of mastery vocabulary elements of the pretest and posttest for the theme of love

	Mastery Vocabulary Elements (%) of			
	Meaning	Form	Use	Total
Pretest	38	31	18	87
Posttest	65	52	32	149
difference	27	21	14	62

Table 4.4 shows that students answered correctly element of vocabulary of meaning bigger than others elements. They got 38% correct respond on pretest and 65% on posttest in this part. It is followed by element of form which gained 31% on pretest and 52% on posttest. The last is element of use which obtained 18% on pretest and 32% on posttest. Likewise in the difference between pretest and posttest, 27 % of meaning exceeded the element of form and use which got 21% and 14%.

d. Paired sample test

On this research, paired sample test feature was utilized to find out whether or not the affect of the treatment of folktales' themes toward vocabulary mastery is. Table 4.5 below presents the data which are needed to identify the existence the affect of treatment as the result of paired sample test process.

Table 4.5 Paired sample test of the theme of love

	N	Correlation	Sig	t-calc	df	t-table
Pair 1, Posttest 1 – Pretest 1	32	0.852	0.00	45.471	31	1.309

Table 4.4 above shows that the correlation is 0.852 which is more than 0.05 ($0.852 > 0.05$), and the significance is 0.00 that is less than 0.05 ($0.00 < 0.05$). T-calculation shows the value of 45.471 which is bigger than t-table as well ($45.471 > 1.309$) in which means treatment 1 affects the vocabulary mastery of the students

Students' vocabulary mastery on folktale's theme of good deed

a. Scoring classification of pretest and posttest

The data of frequency and percentage of the pretest and posttest with applying the theme of good deed are presented on the table 4.6 below:

Table 4.6 Frequency and Percentage of pretest and posttest of the theme of Good Deed

No.	Classification	Range of Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	0	0	0	0
2	Very good	86 – 95	0	0	0	0
3	Good	76 – 85	0	0	0	0
4	Fairly Good	66 – 75	0	0	4	12.5
5	Fair	56 – 65	0	0	23	71.9
6	Poor	36 – 55	11	34.4	5	15.6
7	Very Poor	0 – 35	21	65.6	0	0
Total			32	100	32	100

The students' scores on pretest based on the above table shows that there were 21 respondents (65.6%) classified as very poor and 11 respondents (34.4%) in poor category. While on the posttest was dominated by fair category. There were 23 students (71.9%) in this category, and the rest 2 categories are fairly good and poor which are consisted of 4 students (12.5%) for fairly good and 5 students (15.6%) for poor category.

b. The mean score and standard deviation of pretest and posttest

The calculation of mean score and standard deviation from the result of the pretest and posttest for the theme of good deed by employing SPSS version 20 are presented in the table 4.7 below:

Table 4.7. The descriptive statistic of pretest and posttest for theme of good deed

		Pretest 2	Posttest 2
N	Valid	32	32
	Missing	0	0
Mean		32.44	58.84
Median		33.00	58.00
Mode		31 ^a	58
Std. Deviation		4.189	4.705
Variance		17.544	22.136
Range		14	18
Minimum		24	49
Maximum		38	67
Sum		1038	1883

Table above shows that mean score of students in pretest was 32.44 which was categorized as very poor with 4.705 of standard deviation. While in the posttest, the mean score of students was 58.84 which was categorized as fair with 4.705 of standard deviation.

c. Mastery vocabulary elements of pretest and posttest

Mastery vocabulary elements of the pretest and posttest for the theme of good deed are distributed in the table 4.7 as follows:

Table 4.8 Distribution of mastery vocabulary elements of the pretest and posttest for theme of good deed

Mastery Vocabulary Elements (%) of				
	Meaning	Form	Use	Total
Pretest	42	32	23	97
Posttest	75	61	37	173
difference	33	29	14	76

Trend of responding correct answer on vocabulary's element is still quite similar presented in the theme of love above. Students respond 42% correct answer on pretest and 75% on posttest in the element of meaning. While element of form gained 32% on pretest and 61% on posttest. The last is element of use which obtained 23% on pretest and 37% on posttest. In the difference between pretest and posttest shows that meaning got 33 %, element of form is 28% and finally element of use obtained 14%.

d. Paired sample test

The result of paired sample test process by employing raw data of pretest and posttest of the theme of good deed is presented on the following table.

Table 4.9 Paired sample test for theme of good deed

	N	Correlation	Sig	t-calc	df	t-table
Pair 1, Posttest 1 - Pretest 1	32	0.950	0.00	99.607	31	1.309

On the second treatment by employing theme of good deed shows that the value of correlation is 0.950 which is more than the value of 0.005 ($0.950 > 0.05$), and the significance is 0.00 which means smaller than 0.05 ($0.00 < 0.05$). T-calculation shows the value of 99.607 which is bigger than the value of t-table as well ($45.471 > 1.309$). It means that the criteria of the existence of effect are fulfilled. Therefore it can be inferred that treatment 2 affects the vocabulary mastery of the students.

4. Students' vocabulary mastery on folktale's theme of hero

a. Scoring classification of pretest and posttest

The distribution data of frequency and percentage of the pretest and posttest with employing the theme of hero are presented on the following table:

Table 4.10 Frequency and Percentage of pretest and posttest of the theme of Hero

No.	Classification	Range of Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	0	0	0	0
2	Very good	86 – 95	0	0	0	0
3	Good	76 – 85	0	0	0	0

4	Fairly Good	66 – 75	0	0	0	0
5	Fair	56 – 65	0	0	1	3.1
6	Poor	36 – 55	0	0	31	96.9
7	Very Poor	0 – 35	32	100	0	0
Total			32	100	32	100

All scores of 32 students presented on pretest are classified into very poor category. Meanwhile there was only 1 student (3.1%) categorized as fair category on the posttest, and the rest of 31 respondents (96.9%) were classified into poor category.

b. The mean score and standard deviation of pretest and posttest of the theme of Hero

The mean score and standard deviation of the pretest and posttest for the theme of hero by employing SPSS version 20 are performed in the table 4.11 as follows:

Table 4.11 The descriptive statistic of pretest and posttest for theme of heroic

		Pretest 3	Posttest 3
N	Valid	32	32
	Missing	0	0
Mean		28.41	48.38
Median		29.00	49.00
Mode		27 ^a	47 ^a
Std. Deviation		2.674	4.046
Variance		7.152	16.371
Range		9	16
Minimum		24	40
Maximum		33	56
Sum		909	1548

Based on the above table shows that the mean score of students in pretest was 28.41 which was categorized as very poor with 2.674 of standard deviation. While in the posttest, the mean score of students was 48.38 which was categorized as poor with 4.046 of standard deviation.

c. Mastery vocabulary elements of pretest and posttest

Mastery vocabulary elements of the pretest and posttest for the theme of good deed were shown in the following table:

Table 4.12 Distribution of mastery vocabulary elements of the pretest and posttest for theme of hero

	Mastery Vocabulary Elements (%) of			
	Meaning	Form	Use	Total
Pretest	36	31	21	88
Posttest	61	52	32	145
difference	25	21	11	57

Respondents respond 36% correct answer on pretest and 61% on posttest in the element of meaning. While element of form gained 31% on pretest and 52% on posttest. The last is element of use which obtained 21% on pretest and 32% on posttest. In the difference between pretest and posttest shows that meaning got 25 %, element of form is 21% and finally element of use obtained 11%.

d. Paired sample test

The result of paired sample test process with taking raw data from pretest and posttest of the theme of hero is shown on the table 4.13 below.

Table 4.13 Paired sample test for theme of hero

	N	Correlation	Sig	t-calc	df	t-table
Pair 1, Posttest 1 - Pretest 1	32	0.770	0.00	43.097	31	1.309

On the third treatment by employing theme of hero shows that the value of correlation is 0.770 which is more than the value of 0.005 ($0.770 > 0.005$), and the significance is 0.00 which means smaller than 0.05 ($0.00 < 0.05$). T-calculation shows the value of 43.097 which is bigger than the value of t-table as well ($43.097 > 1.309$). It means that the criteria of the existence of effect are fulfilled. Therefore it can be mentioned that treatment 3 affects the vocabulary mastery of the students.

The comparison of vocabulary mastery among the three themes of folktales

The comparison of the affect of vocabulary mastery among the three treatment employed in this study is determined through the presence of t-calculation value in the paired sample test process. The strongest affect is represented by the biggest value of t-calculation. The following table shows the result of paired sample test process for each treatment.

Table 4.14 Result of paired sample test process for each treatment

		Paired Differences					t	df	Sig.
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest 1 - Pretest 1	21.594	2.686	.475	20.625	22.562	45.471	31	.000
Pair 2	Posttest 2 - Pretest 2	26.406	1.500	.265	25.866	26.947	99.607	31	.000
Pair 3	Posttest 3 - Pretest 3	19.969	2.621	.463	19.024	20.914	43.097	31	.000

The table 4.14 above presents that the pair 2 or the second treatment with employing theme of good deed has the biggest t-calculation value; that is 99.607. It's followed by pair 1 or the first treatment with employing theme of love with 45.471 of t-calculation value. The last is pair 3 or third treatment with applying theme of hero, this pair has the lowest t-calculation value that is 43.097.

Discussion

Using folktales as learning material particularly in reading has already known and numbers of researches have studied and elaborated such this material. They all admit that its usage is able to improve the target skill of learning accordingly. Jianing (2007) defines the utilizing stories to more engage the students in the activity of speaking exercise. In relation with Lepin (2012) who selected four experts to evaluate the study material based on criteria of suitability for the age group, the topic, the curriculum, its aim, and interesting of students to the material, shows that all of the experts generally satisfied with the study material. Psychological effect in its plot of story is considered as crucial aspect to help the students to achieve the target. However in purpose to maximize the use of folktale, it is essential to choose the suitable theme of folktale with students' psychological condition.

Through the finding of this study showed that the themes of folktale affect vocabulary mastery of the students significantly. It is proved by the progression of students' mean score after having treatments which was employed the themes of folktale. In the folktale's theme of love (treatment 1), the mean score of the students in pretest was 28.94 (very poor category) then increased to be 50.53 (poor category) in posttest. The same trend was shown in the folktale's theme of good deed (treatment 2) where students got 32.94 (very poor category) of mean score in pretest while in posttest they gained 58.84 (fair category). Likewise in the last theme of hero (treatment 3), the respondents' mean score obtained 28.41 (very poor category) afterwards their score risen up at 48.38 (poor category).

What the students achieved on each treatment indicates that they have improvement to acquire and master numbers of vocabulary through the process of learning on this study. Although this improvement does not seem to spread evenly on each element of vocabulary, however all of the three elements are having varied grade of progression. It is similar with what Nurmy (2010) conducted to build students' vocabularies the medium of short story and Syukur (2008) found that the use of Dora Emon cartoon effectively improved the students' vocabularies. Fascinating story of the text and various vocabulary exercises were considered successful to engage students in the learning process and acquire the vocabularies target presented on each treatment.

Meaning is the element of vocabulary which is mostly easier recognized by students either in pretest or in posttest on all treatments. It is followed by element of form and the last is use element. Even in acquiring vocabulary through each treatment obtained by calculating the difference between pretest and posttest shows indication that meaning gained higher percentage than the two others. In the love theme, the difference of meaning between pretest and posttest is 27%. The next difference is form with 21% and the last is use with 14%. For theme of good deed meaning, form, and use difference in raw are 33%, 28%, and 14%. The last theme of hero get 25%, 21%, and 11% for the difference of meaning, form, and use between pretest and posttest. This result shows indication that the learners process input for meaning before they process it for form and syntactical rules (Van Pattern in Gas and Selingker, 2008:238). It is in line with Gas-Salinker (2008:238) stated that the very initial stage in learning L2 is to define the meaning of the word of TL

The strongest effect presented on the treatment 2 which is applying theme of good deed derives from the students' engagement in this folktale theme that seems more than the two others. There are more number of students to perform questions particularly in asking the meaning of strange words in the text with a purpose to understand the plot of story, is an indication of the engagement of the students. The next indication can be seen from the result of posttest on this treatment which was found four students who were able to answer the question in section of building interrogative sentence. Although they were not able to answer all questions correctly in this section, but at least they had performed correct answer of one to three

questions. While in the treatment 1 and 3 are only found one and two students who were able to answer correctly on that section.

This finding indicates a declination on treatment 3, in another hand Wu (2008) found that repetitive features of folktale through multiple teaching techniques had strong effect on increasing learners' English listening and speaking performance. In this recent study the variation was only performed on the theme of the text and whole treatments employ folktale-based vocabulary exercise which means the learning process was repeated three times with the similar technique. Therefore the result of repetition of both studies tended to be different.

At least there are three probably caused issues of this declination. The first is that the students were having saturated since they had faced the same form of exercise for the third times; therefore they performed lack of engagement following the lesson. The next is that the topic or theme of this part is not as interesting in the students' views as the first and the second themes; hence they were not enthusiastic in learning. The last is that the targets words in this section were too difficult for them; consequently the students could not respond more correct answer in this part than the two others. Moreover in selecting the targets word should be based on the most frequently used words references. On another hand the target words in this study were selecting based on the common words which could represent vocabulary elements that were selected by researcher.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion in the previous chapter of this study, the researcher draws conclusion in the following statement:

1. The result of data analysis shows that all of the three types of folktale's theme which was presented through folktale-based vocabulary exercise, contributes for giving effect toward vocabulary mastery of the first grade students of SMA Tridharma MKGR Makassar.
2. The different number of students' achievement after having treatment on each performance of folktale's themes indicates that the presence of the varied folktale's themes brings effect to vocabulary mastery of the students. The strongest effect is presented by folktale's theme of good deed, then followed by theme of love, and last is hero's theme.

Suggestion

Based on the conclusions above, the researcher put forwards suggestions and recommendation as follows:

1. By looking the progression of students' vocabulary mastery on this study, the use of folktale-based vocabulary exercise is strongly recommended

particularly for new English language learners at the age of teenager who still have very limited amount of vocabulary.

2. It is essential at the first of learning period to have a picture of students' psychological condition particularly for their favorite of anything; therefore a teacher is able to decide the suitable theme of material with their condition to be applied. By having this match, the students are expected more engage on learning process.
3. The researcher expects that this study gives contribution as an additional reference for the next researches, which discuss the similar area to this research. By that, it supports the information and the findings of other following studies.